



Be Ready for Any School, Any Future

## Big Picture:

- Statewide Native American students, Hispanic students, and English Language Learners have lower graduation rates and higher drop-out rates than the state averages for all students.
- Graduation and drop-out rates vary significantly among counties, across ethnic/racial, socioeconomic, and other demographic student characteristics.

## Options for Next Steps:

1. (Recommended) Identify successful areas/populations and conduct rigorous research study on what factors or programs are leading to their success.
  - a. Potential drawbacks: Time delay before expanded program can be deployed and solutions may not be replicable.
2. Conduct an Arizona impact study with selected populations, possibly in partnership with a national program.
  - a. Potential drawback: Time delay before expanded program can be deployed.
3. Recommend programs to match demographic and geographic needs and strategies.
  - a. Potential drawback: Lack of Arizona impact data for programs.



Children. Our Schools. Our Future.

## Trends

- Native American students have the lowest graduation rate and highest dropout rate of any other ethnic group in Arizona.
- The graduation rate for Native American students (63%) is significantly lower than both the graduation rate for all students (76%) and the graduation rates for other ethnic/racial groups (ranging from 69% - 88%).
  - For the 2009 high school cohort this meant 1,825 out of 4,919 students did not graduate.
- The drop-out rate for Native American students (6.8%) is significantly higher than both the drop-out rate for all students (2.7%) and the drop-out rates for other ethnic/racial groups (ranging from 0.9% - 3.4%).
  - For the 2009 – 2010 school year this meant 2,041 out of 29,974 students dropped out of school.
- Hispanic students also have low graduation rates and high drop-out rates.
- The graduation rate for Hispanic students (69%) is significantly lower than both the graduation rate for all students (76%) and the graduation rates for all other ethnic/racial groups with the exception of Native American students.
  - For the 2009 high school cohort this meant 8,623 out of 27,421 students did not graduate.
- The drop-out rate for Hispanic students (3.4%) is significantly higher than both the drop-out rate for all students (2.7%) and the drop-out rates for other ethnic/racial groups with the exception of Native American students.
  - For the 2009 – 2010 school year this meant 6,902 out of 203,780 students dropped out of school.
- Black students have very high drop-out rates in several counties.
- The graduation rate (72.6%) and drop-out rate (3%) for Black students are close to the graduation rate (76%) and drop-out rate (2.7%) for all students, but particular counties have much higher drop-out rates than the average.
- English Language Learner and Limited English Proficient students have low graduation rates and high drop-out rates. Many ELL and LEP students are also Hispanic or Native American.



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## Data Dictionary

- Graduation Rates:
  - Graduation rates are calculated based on a cohort of students.
  - Students are assigned to a cohort when they enter their first year of high school in the state of Arizona.
  - The cohort is then assigned a name based on a 4 year window for graduation.
  - The cohort used in the graphs and conclusions is the 2009 high school cohort.
- Drop-out Rates:
  - Drop-out rates are calculated for each school year.
  - Students in grades 7 – 12 are included in the drop-out rate released by the Arizona Department of Education.
  - The school year used in the graphs and conclusions is the 2009 – 2010 school year.
- Graphs:
  - The **red line** on the graph is the statewide average for either graduation rate (76%) or drop-out rate (2.7%) for all students.
  - The blue line on the graph is the statewide average for either graduation rate or drop-out rate for the specified subgroup of students.
  - The distance between the **red** and blue lines represents the difference between the average for all students and the average for the displayed subgroup. A larger distance represents a greater divergence in the data for the subgroup from all students.
  - Each **grey bar** is the graduation rate or drop-out rate for the county whose name appears below it. All bars have labels above them.
  - Higher graduation rates are more desirable and lower drop-out rates are more desirable.
  - The title for each graph specifies both the rate (graduation or drop-out) and subgroup represented.
  - Not all graphs appear on the same scale, so the left-hand axis is labeled with both major and minor gridlines.

## All Students Graduation Rate

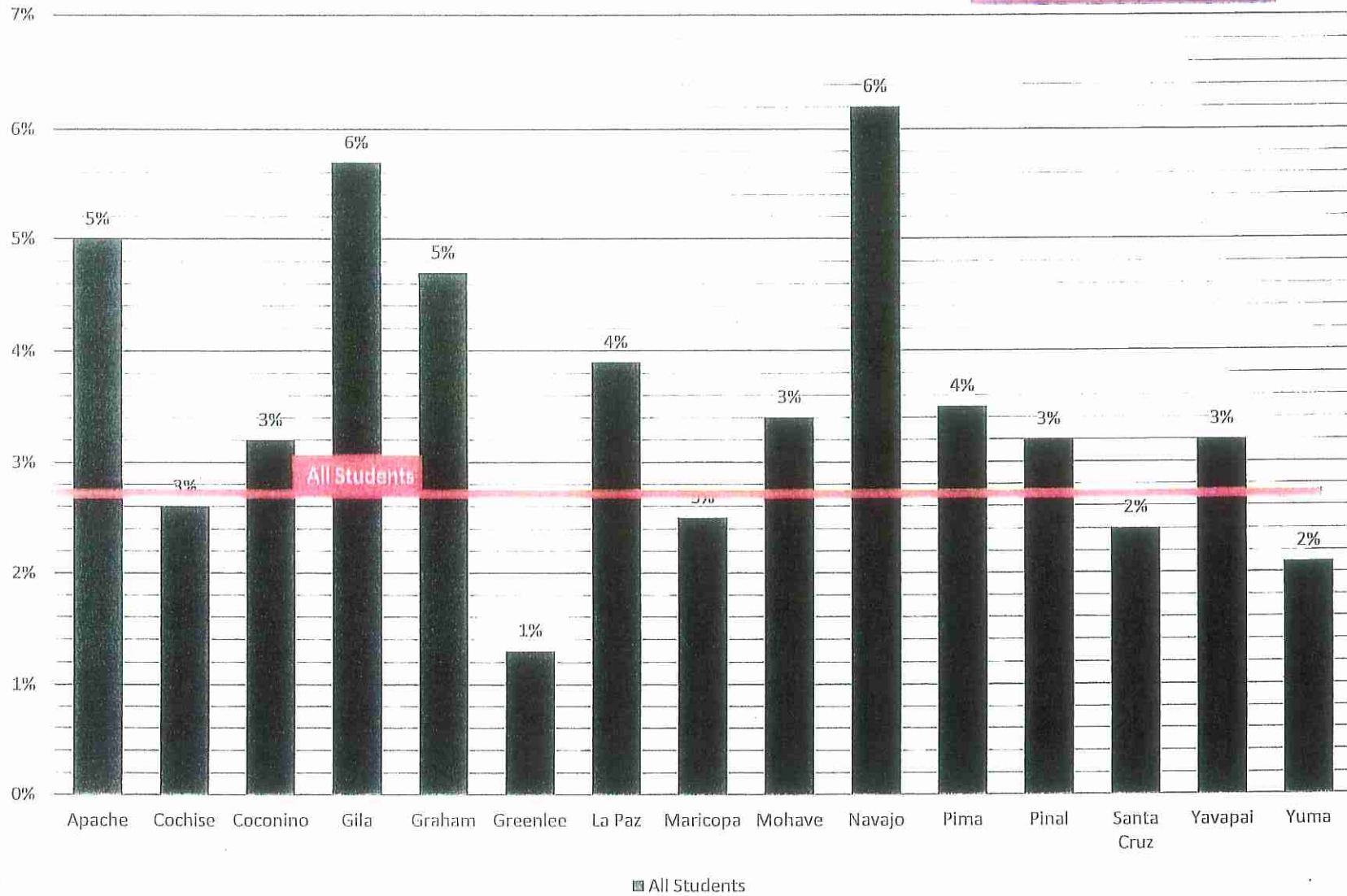
257,557 Students State-wide





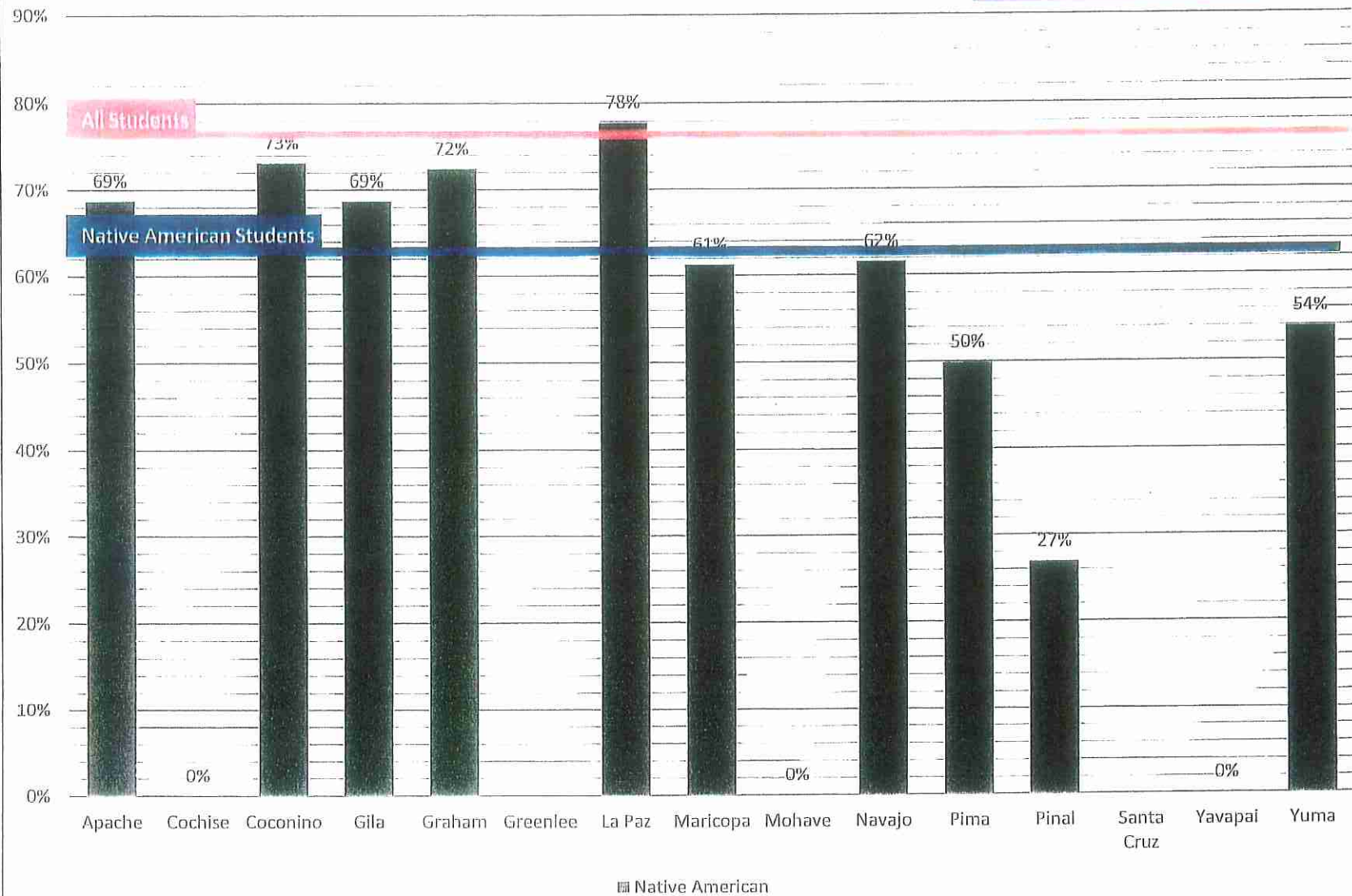
## All Students Drop-out Rate

842,212 Students State-wide



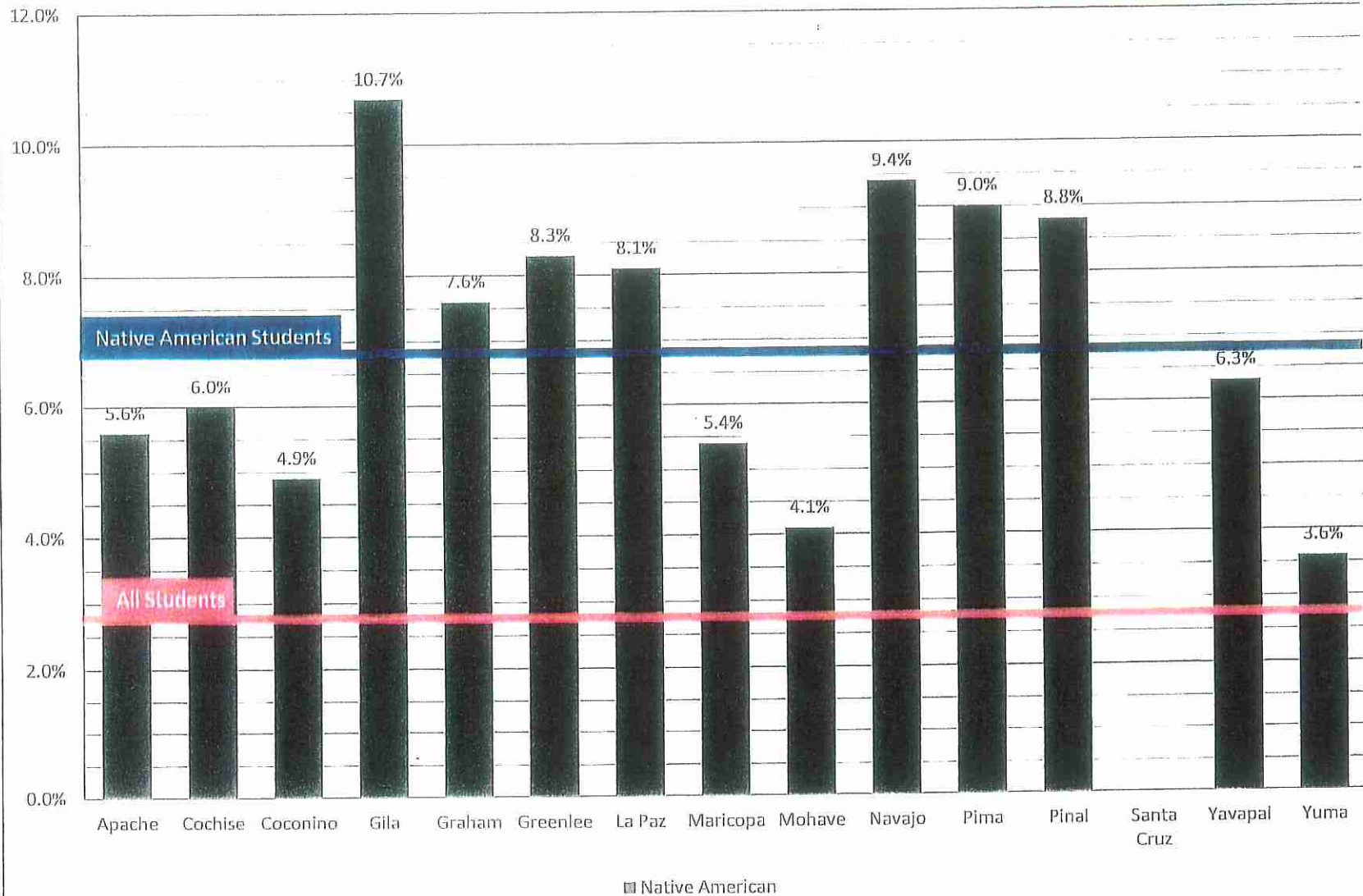
## Native American Graduation Rate

4,919 Students State-wide



## Native American Drop-out Rate

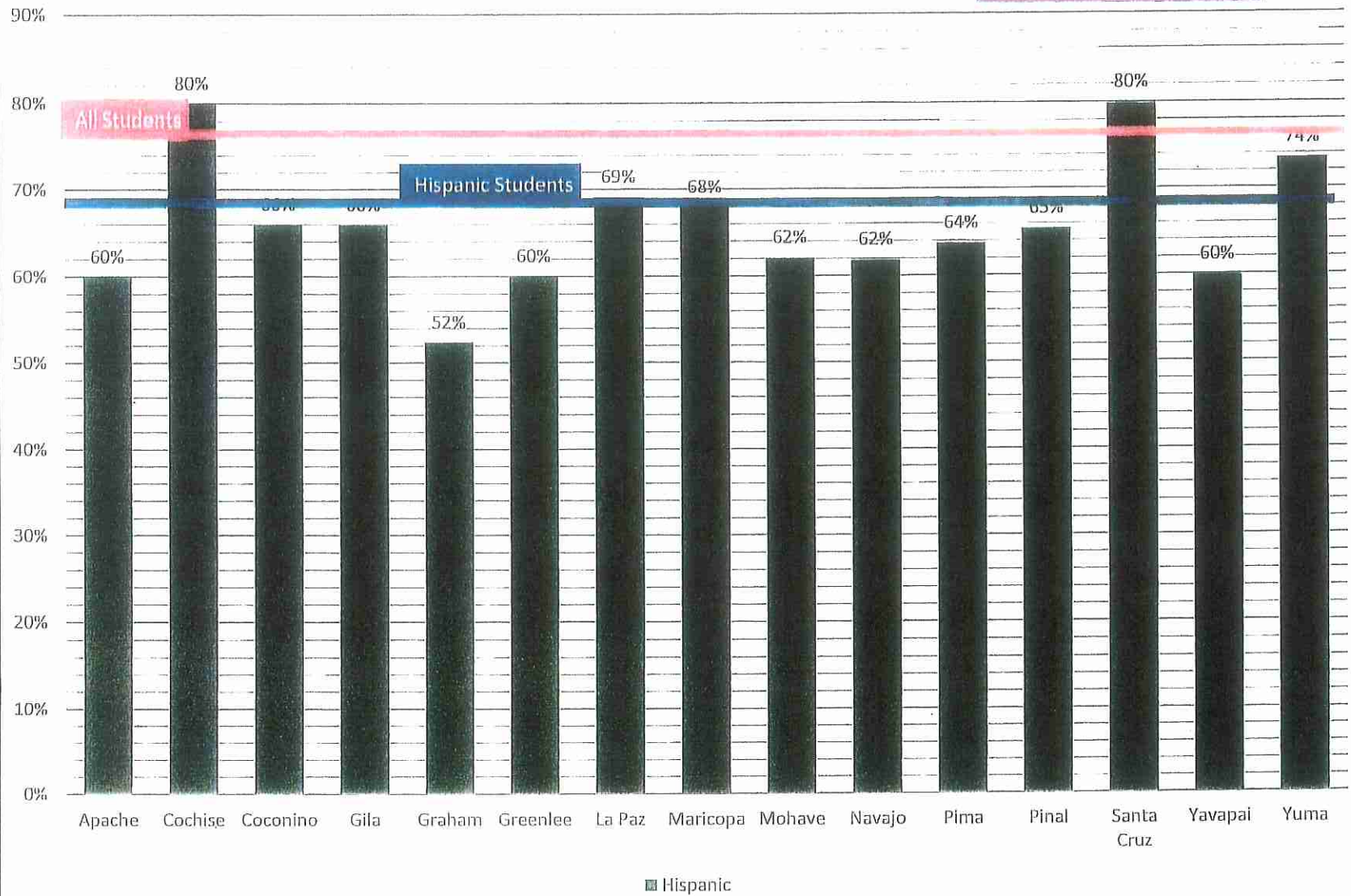
29,974 Students State-wide





## Hispanic Graduation Rate

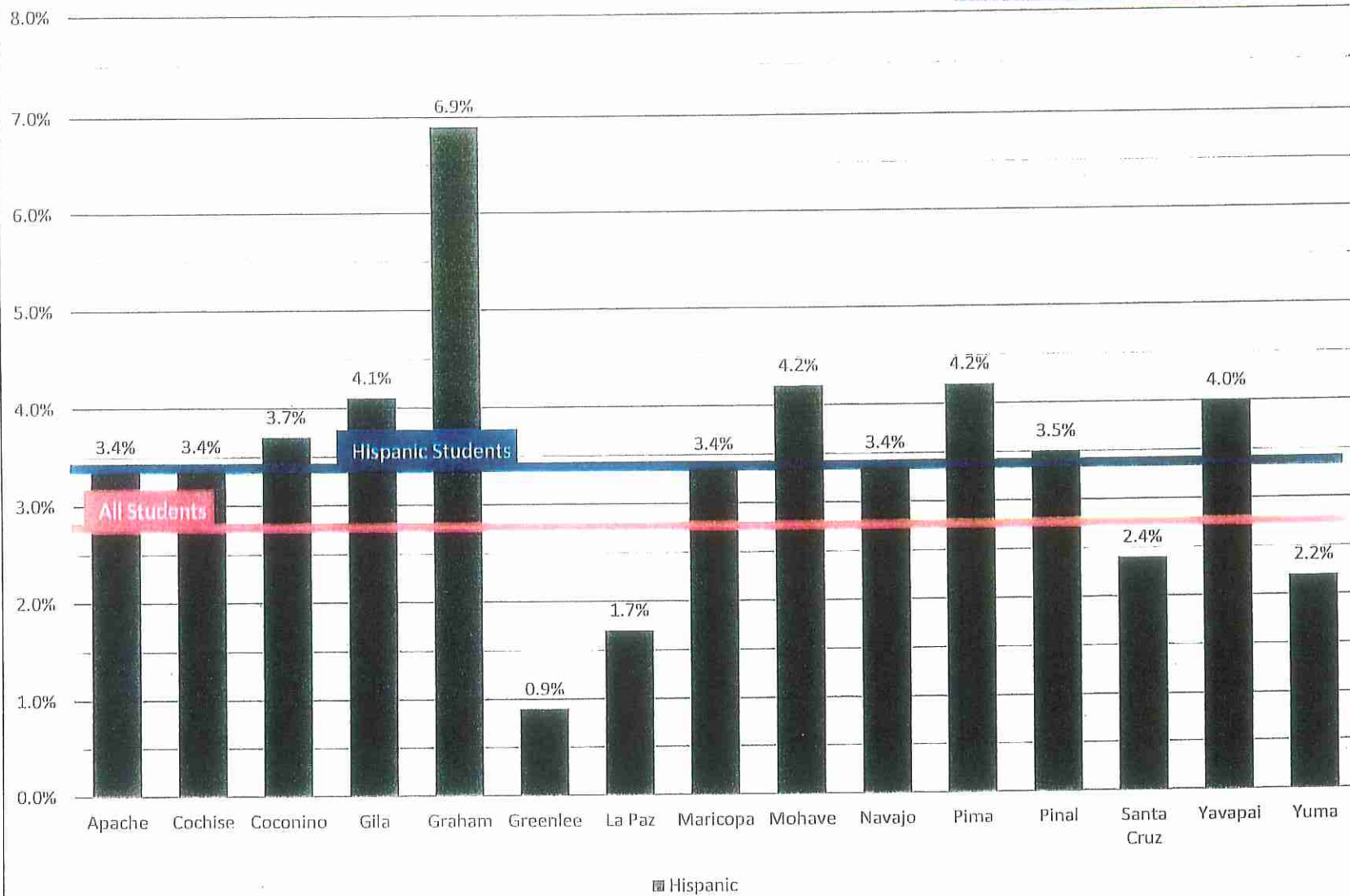
27,421 Students State-wide





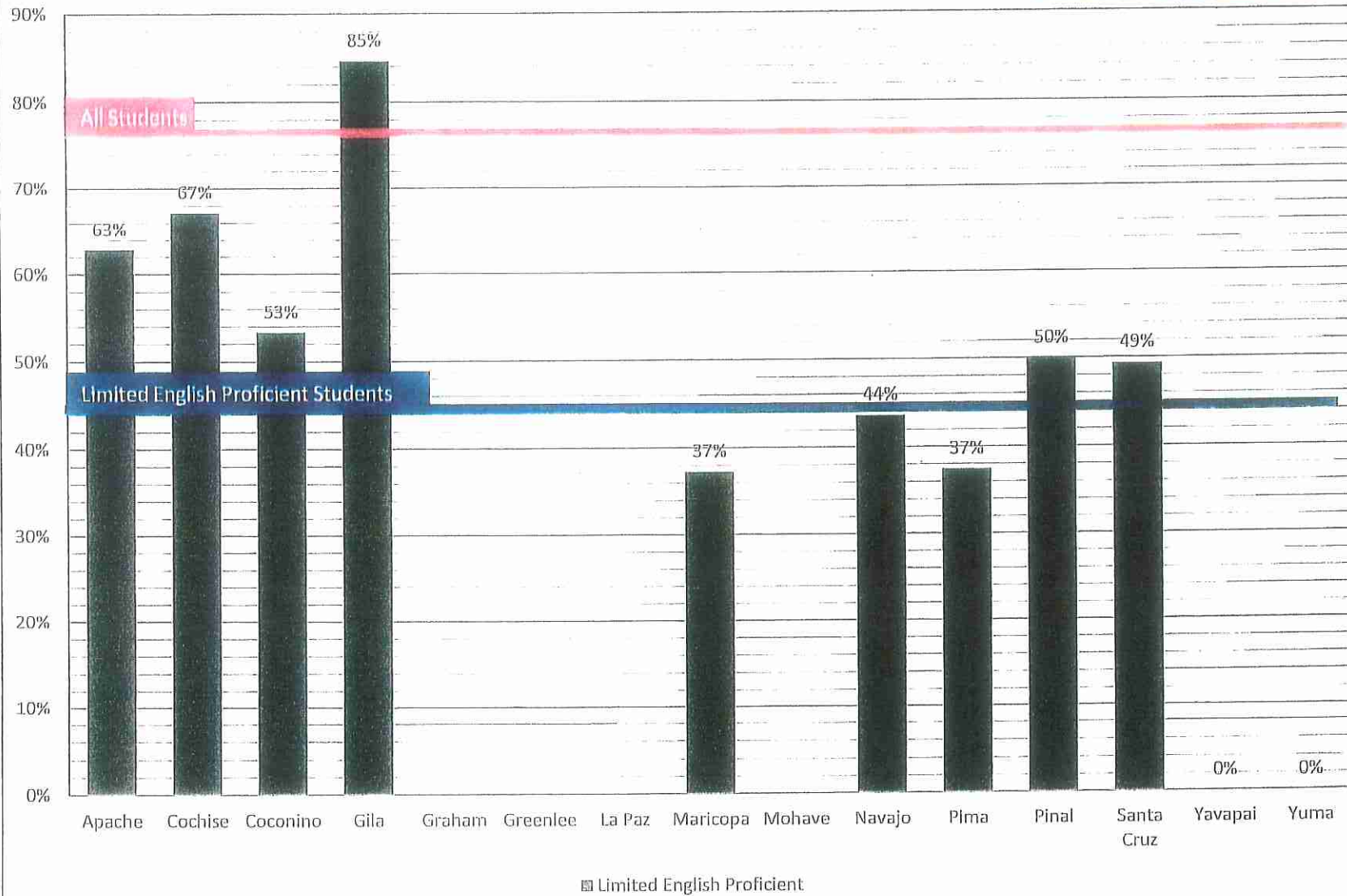
## Hispanic Drop-out Rate

203,780 Students State-wide



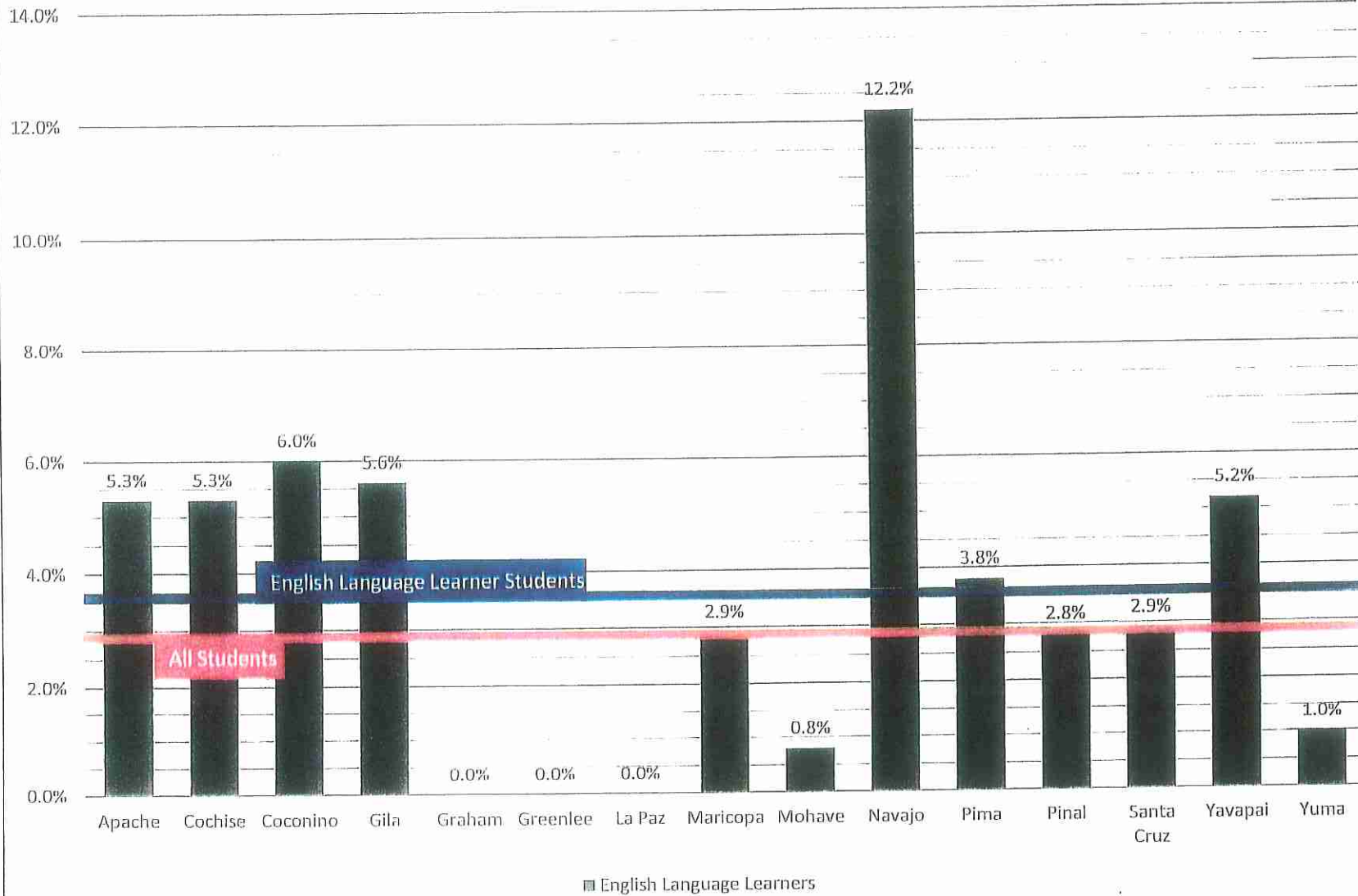
## Limited English Proficient Graduation Rate

2,872 Students State-wide



## English Language Learners Drop-out Rate

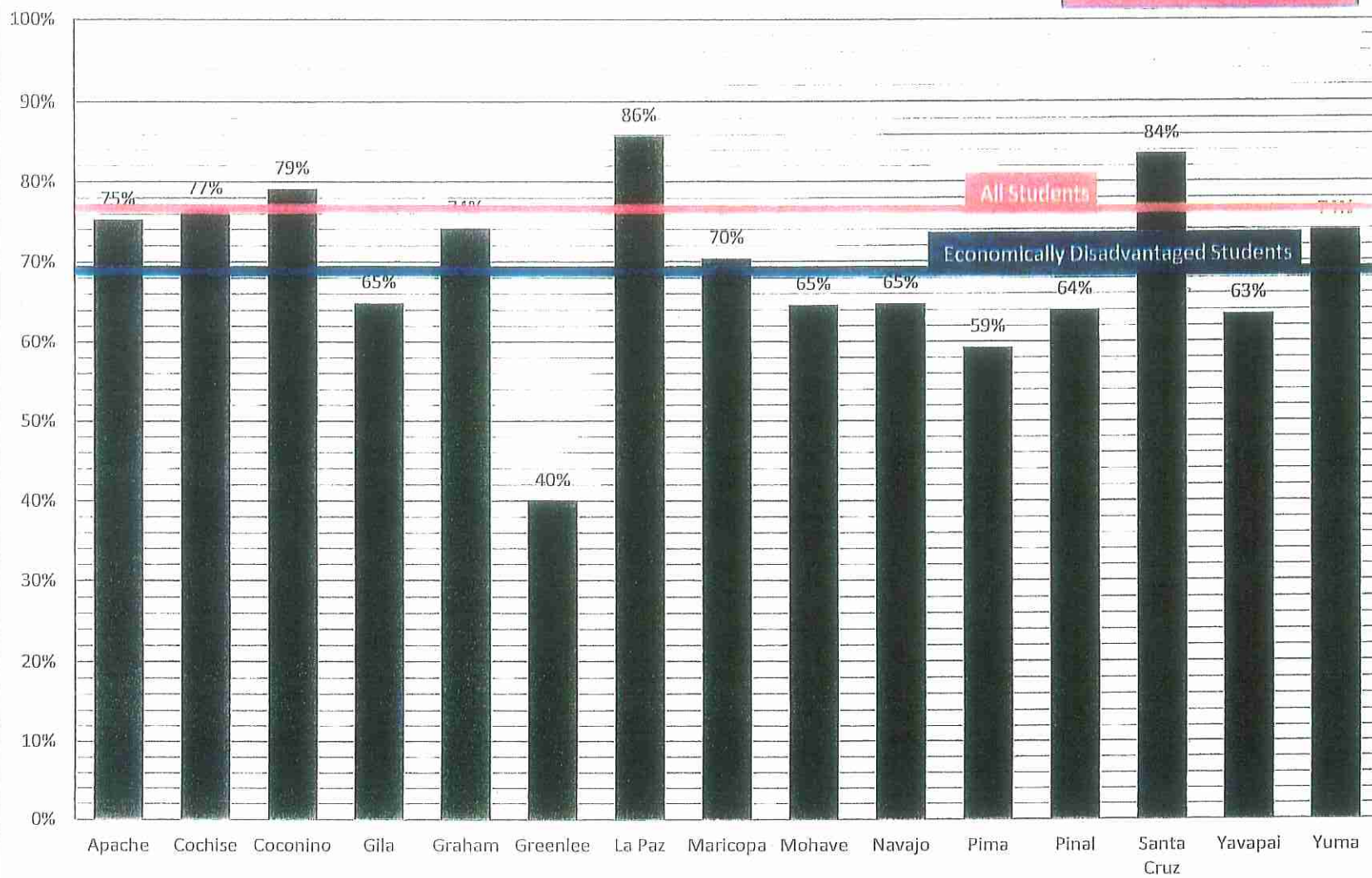
22,096 Students State-wide





# Economically Disadvantaged Graduation Rate

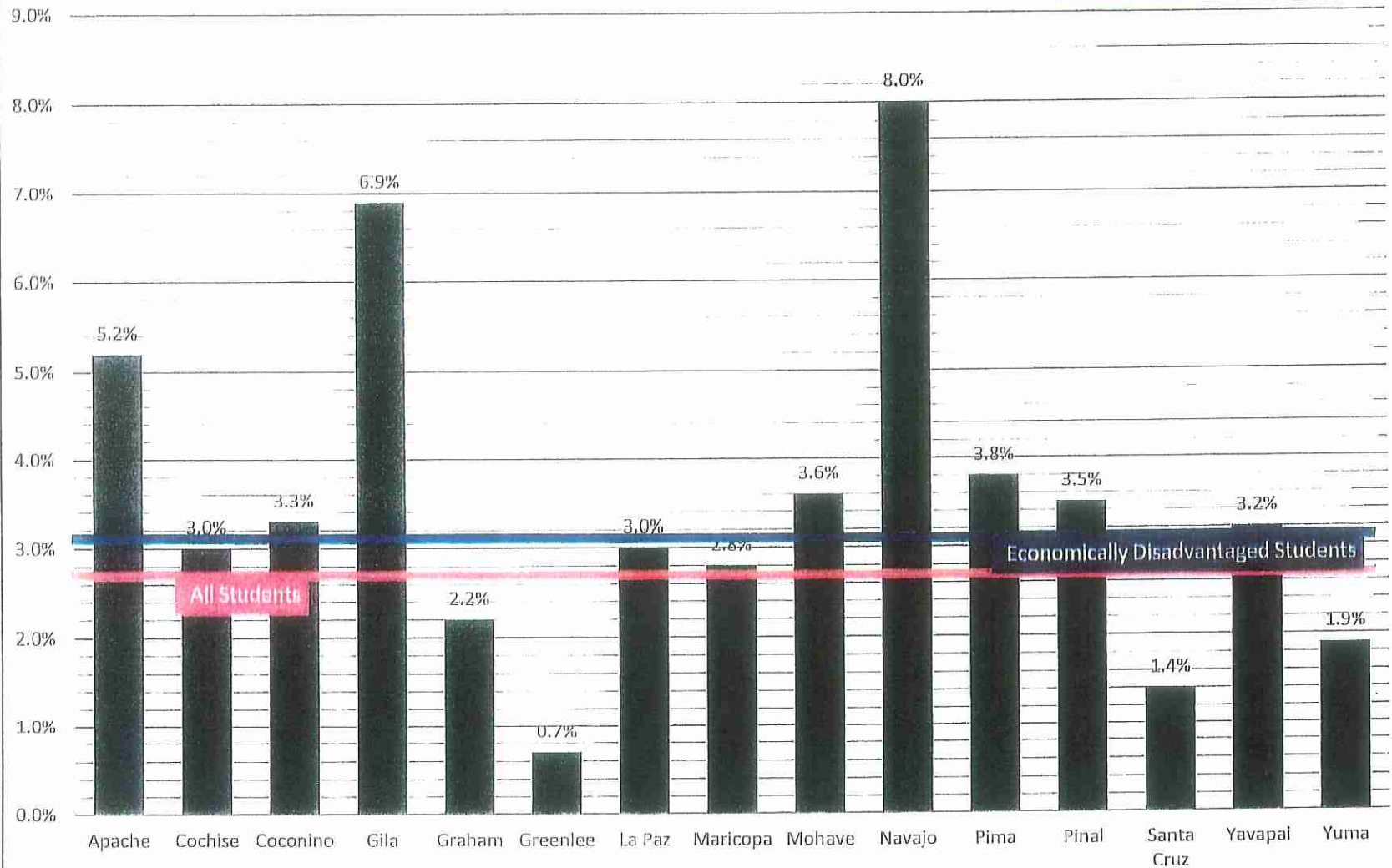
23,985 Students State-wide



■ Economically Disadvantaged

## Economically Disadvantaged Drop-out Rate

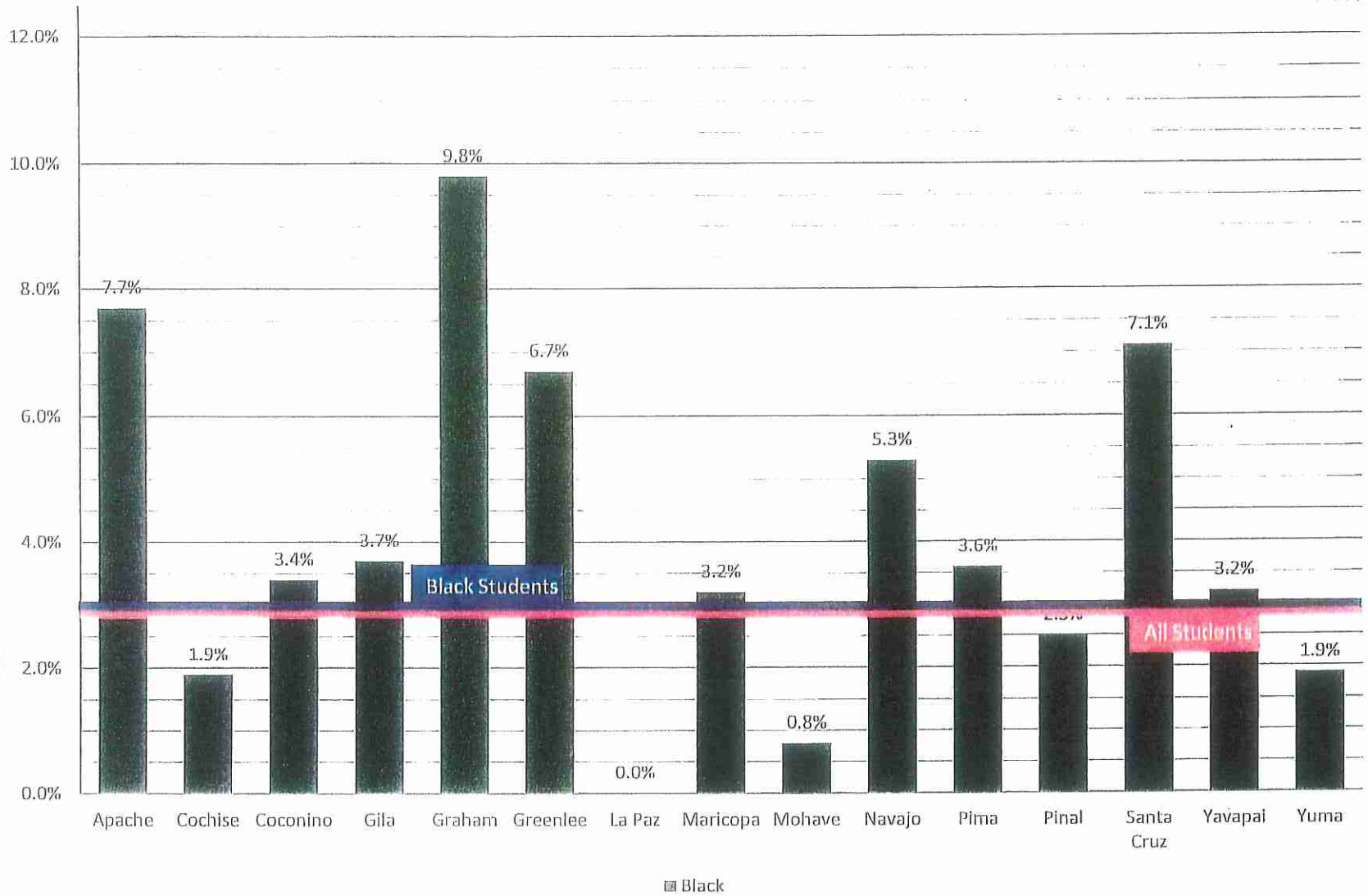
228,668 Students State-wide



■ Economically Disadvantaged

## Black Drop-out Rate

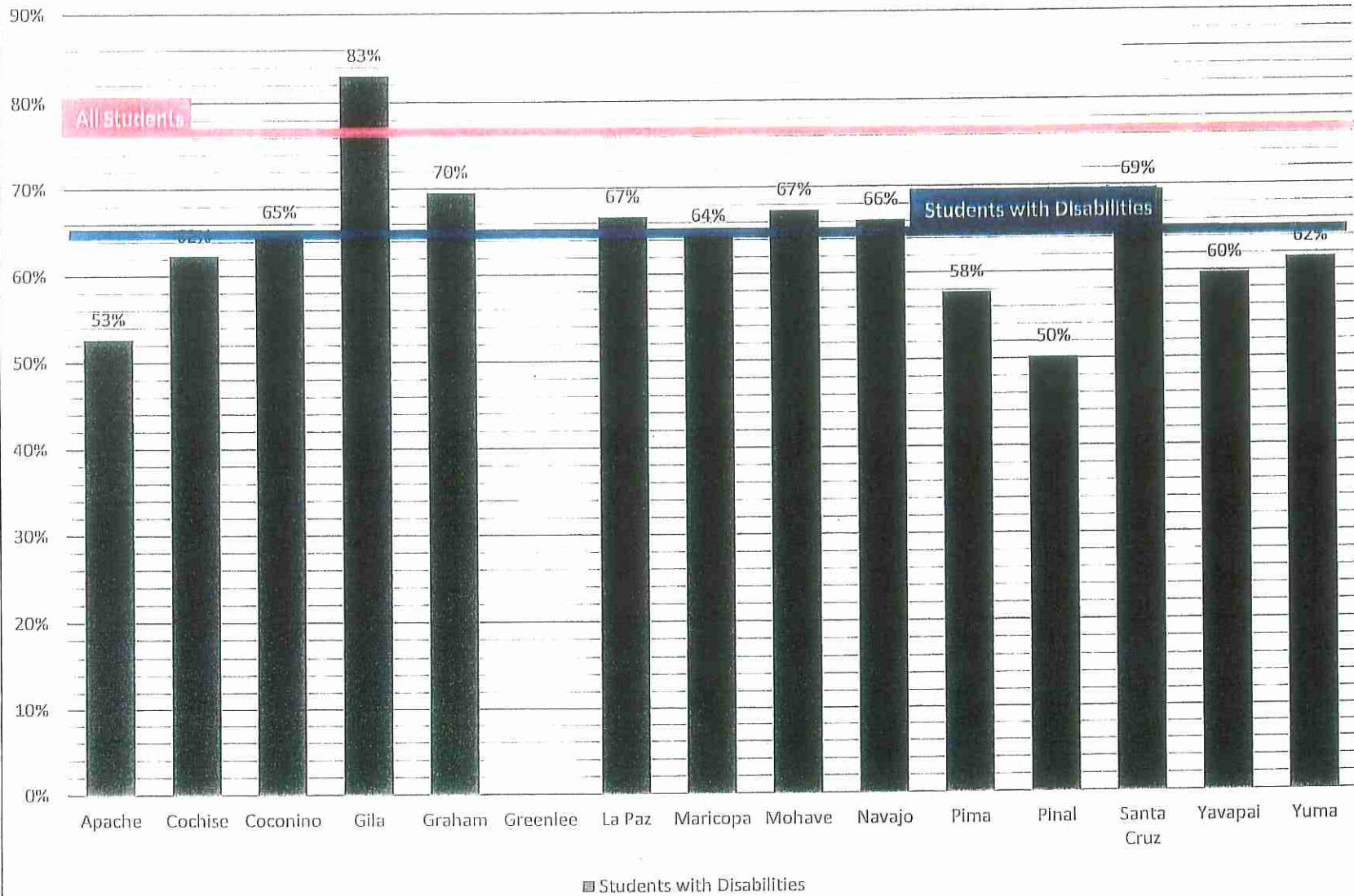
31,816 Students State-wide





## Students with Disabilities Graduation Rate

7,178 Students State-wide



## Special Education Drop-out Rate

56,889 Students State-wide

